R E P O R T R E S U M E S

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REPORT OF THE EXECUTIVE SECRETARY, DEPARTMENT OF RURAL EDUCATION, NATIONAL EDUCATION ASSOCIATION, OCTOBER, 1967.

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THE GOALS FOR RURAL EDUCATION, THE ACTIVITIES OF THE DEPARTMENT, AND STATISTICAL DATA ABOUT MEMBERSHIP AND FINANCIAL STATUS ARE PRESENTED IN THE MAIN BODY OF THE REPORT. THE APPENDICES INCLUDE--(1) A FINANCIAL STATEMENT, (2) REPORTS FROM THE ADVISORY COMMITTEE TO THE STATE DIRECTORS, FROM THE COMMITTEE ON RURAL LIFE AND EDUCATION, FROM THE COMMITTEE ON PROFESSIONAL PERSONNEL, AND FROM THE COMMITTEE ON PUBLICATIONS AND CONSTRUCTIVE STUDIES, (3) MINUTES OF THE MEETINGS OF THE EXECUTIVE COMMITTEES AND THE JOINT ANNUAL BUSINESS MEETING OF THE DEPARTMENT WITH THE DIVISION OF COUNTY AND INTERMEDIATE UNIT SUPERINTENDENTS, (4) RESOLUTIONS, AND THEIR FOLLOW-UP, OF THE ADVISORY COMMITTEE OF STATE DIRECTORS, AND (5) A BRIEF SUMMARY OF THE ACTIVITIES OF THE PAST YEAR AT THE DIVISION OF RURAL SERVICES. (ES)

ED013686

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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REPORT OF THE EXECUTIVE SECRETARY

Department of Rural Education

National Education Assocation

October 1967

RC 001 748

Annual Report of the Executive Secretary----1966-67

The success of any organization, agency or professional association is conditioned and ultimately measured by its ability to reflect the goals and objectives it believes to be important in its program efforts and activities. Such guides are helpful in resisting the temptations of reacting only to day-to-day pressures and ultimately to be without consistent direction.

In this report to the membership reviewing the activities carried on in behalf of the Department of Rural Education during the 1966-67 year, there may be some special appropriateness in testing how they relate to the "Goals for Rural Education" officially adopted by the Department's Executive Committee early in 1962. The brief identification of activities does not apply this test. The account is merely illustrative of how time and resources have been directed toward a realization of the following goals.

Goals for Rural Education

- Strong professional organizations to serve the teachers in smaller communities and rural areas.
- A competent and well-qualified teacher for every rural child.
- The availability of sufficient up-to-date instructional materials to permit necessary adaptations of teaching methods to individual circumstances.
- Revitalization and modernization of the community school concept to assure the provision of meaningful experiences for learners.
- Adequately reorganized local school districts.
- Intermediate school districts sufficiently reorganized to permit the extension of specialized educational services to all local school districts.
- An upgrading of educational programs in the necessary small schools.
- A broad program of vocational education opportunities accessible to small communities and rural areas.
- The extension and expansion of adult education programs in rural areas.
- The appropriate adaptation of educational programs to children of agricultural migrants and other disadvantaged and culturally deprived rural groups.

- Safe and efficient school bus operations.
- Community understanding of the school as a social institution.
- An expansion of research relating to rural education.
- The extension of technical assistance by rural education specialists to underdeveloped rural areas throughout the world.

A Diversity of Activities

Included in this review are activities carried on by the Department's officers and committees as well as by members of the headquarters staff. Reports of the Committees on Publications and Constructive Studies, Rural Life and Education on the World Scene, Professional Personnel, and the Advisory Committee for State Directors will be found as Appendix B of this report.

One of the mandates of the 1966 Annual Business Meeting held in Atlanta last October was that the 1967 Report of the Executive Secretary include a "particular accounting of the activities of the Department and staff with reference to the action resolutions." A description of such followup and implementing action as has been undertaken to date is included as Appendix D of this report.

Part of the Department's total program is made up of a rather extensive series of conferences. The Division of Pupil Transportation sponsored the Tenth Annual National Conference on Pupil Transportation in Dallas in November 1966. With more than 400 state and local supervisors and directors of school bus operations in attendance, this conference undoubtedly surpassed any of its predecessors in the quality of the program and its value to those in attendance. The enthusiasm, attendance and membership of this group grows year by year. The 1967 conference is scheduled to meet in Milwaukee from November 14 to 17.

Other conferences or organized programs at other conferences included the Department-Division luncheon held in Atlantic City during the AASA Convention and a special program session at the 1967 NEA Convention in Minneapolis. This kind of activity was rounded out with eight regional drive-in conferences sponsored jointly by the Department with the AASA. In one instance the National Association of Secondary School Principals is a third joint sponsor.

Staff members have extended the Department's involvement with state groups of administrators in Kansas, Iowa, Texas, New Mexico and Massachusetts and with statewide transportation groups in Florida, West Virginia, Ohio, and Pennsylvania. In the area of transportation, the staff also took a major program role in the annual national conference of the School Bus Contractors Association.

Participation in national efforts or those sponsored by other national groups has been extensive. In instances such as the Symposium on the Educational Problems of the Spanish Speaking, the NEA Regional Instructional

Conferences, activities related to the TEPS' Year of the Non-Conference, the 75th Anniversary Celebration of the Association for Childhood Education International, and the NEA-Magazine Publishers Seminar, the focus has been rather sharply on schools. A broader rural and enrichment flavor can be found in participation in such activities as the following: National Conservation Educator of the Year Award; National Relationships Conference of the Boy Scouts of America; Town and Country Scholarship Program for Boy Scout Leaders at the Philmont Volunteer Training Center; National Council Meeting of the Girl Scouts of the USA; Educational Advisory of the Girl Scout National Council; National Safety Congress; Board of Directors of the American Country Life Association; Education Committee for the Council of the Southern Mountains; and the National Farm Safety Conference. The staff has participated and in most instances taken a major part in all of these programs.

Certain of the assignments and roles assumed by members of the staff are related to special projects, developments or exploratory activities. In this category are such activities as the National Exploratory Conference on Educational Parks and Plazas sponsored by the U.S. Office of Education, a Seminar on Educational Parks and Plazas sponsored by the Grand Rapids (Michigan) Public Schools, the USOE Task Force on Education Service Centers, the U.S. National Committee for Early Childhood Education, and the National Committee for Day Care of Children. Other assignments and staff roles relate to the Great Plains Project on School District Reorganization, the ERIC Clearinghouse on Rural Education and Small Schools operating at New Mexico State University, the Appalachia Educational Laboratory, and the assistance given and relationships with the National Federation for the Improvement of Rural Education (NFIRE).

Some of the year's participation has been in working with the staffs of individual school systems or individual intermediate units. Such assignments have been accepted in Ohio, West Virginia, Michigan, Pennsylvania, New Mexico, Kentucky, Wisconsin, and Iowa. On a somewhat larger area basis, similar roles have been taken with such groups as the Southwest Minnesota Research and Development Center, the Catskill Area Council in New York, the teachers of the Unorganized Territory of Maine, and a number of the project schools in some of the small schools improvement programs.

Possibly one of the greatest areas of activity and one where the Department and its staff have helped to shape direction has continued to be that of federal educational programs. During the past year the entire staff has maintained a close and active relationship with the administration of Title III of the Elementary and Secondary Education Act (P.L. 89-10) as well as other titles of that Act. Of particular significance to intermediate units and to rural areas has been acceptance of the broader definition of a "local education agency" as including agencies providing "service functions" for Titles I and II and the new Title VI (Handicapped Children). Previously this broad definition was primarily applicable only to Title III.

The relationship of staff members to specific federally supported projects ranges from local areas in Iowa, Colorado, New York, California, Ohio, West Virginia and South Carolina to such a broad ranging activity as the Title III Seminar on Innovation sponsored by the Alabama State Department of Education.

A major undertaking designed to give support to the USOE and to influence the direction of federal programs was the preparation of a descriptive account of Regional Service Agency Prototypes. This project was funded by the USOE Division of Plans and Supplementary Centers. In addition to the printed report, conferences with USOE staff groups regarding the potential of the regional service agency concept were held. How influential this effort might ultimately become is yet to be determined.

Activities closely related to legislative activities have by no means been concentrated on federal programs, however. Work with state legislative committees, state boards of education, and state education departments is each year an important segment of staff activity. In the past twelve months specific assignments of this type would include Maine, Pennsylvania, Georgia, Ohio and Michigan.

Most of the foregoing review of activities might well be regarded as simply a continuation of the "usual" kinds of things which have made the Department an influential component of the NEA and have multiplied the requests for staff services beyond what can be accepted. The year's work has not been entirely limited to a mere continuation of the "usual", however. It has seen an expansion of plans for ten drive-in conferences in 1968 with the addition of a regional meeting to serve the Arizona, California, Nevada area and a splitting of the seven-state Midwest area with the inclusion of part of Montana with the Dakotas and Minnesota in the north and Iowa and Missouri continuing to be associated with Kansas and Nebraska. This division has been designed to strengthen the drive-in efforts in this region and to actually serve more people than the seven-state arrangement previously operating was able to do.

Another new effort has been the development of the Journal on State School Systems Development. At the 1966 Conference in Atlanta this new educational quarterly was nothing more than an idea, a hotel room conversation piece. It is now a reality and one which is rapidly getting attention and gaining acceptance. It has promise for making a significant contribution to the literature of education.

One further activity that might be regarded as something more than "usual" was the appointment and calling together of a special ad hoc committee assigned the task of thinking through certain "priorities for rural education." The two days devoted to this task were productive both in the sense of the support given to most of the activities currently part of the Department's action program and in suggesting new areas of activity which might profitably be undertaken. This was the first time since 1961 that a special committee of this type had been called together to devote "hard thinking" to how rural education in America might best be served.

In this review of activity, some reference needs to be made to some of the work that goes on in the headquarters office--the thousands of letters requesting specific information or other types of help, the hundreds of individuals and groups both from this country and abroad who seek information and guidance, and the countless associations the staff has with other NEA units and departments with respect to particular programs and projects.

While less dramatic in many ways than the field service activities, this phase of the total program is both significant and important.

Membership and Financial Status

It is important in any annual report to the membership to include certain kinds of information related to the "organizational health" of the association. While the actual well-being of the Department of Rural Education can be determined most appropriately from its influence and the vigor of its program, its membership enrollment and financial status are somewhat more objective relections.

The following figures represent the official membership count on September 1 for each of the past seven years. While a few memberships are received each year after that date, most, including new members who enroll at the October conference, are credited for membership for the calendar year that actually begins the next January.

1967	1966	1965	1964	1963	1962	1961
1620	1306	1402	1451	1258	1273	1225

These membership figures are totals. Attention should be called to the increase of approximately 200 members which occurred in 1964. In that year provision was made for a special membership in the Division of Pupil Transportation and 184 of these special members are included in the total. Some of the increase in membership in 1967 is also accountable to this special membership and some to an increase in regular Departmental membership. A comparison of the 1966 and 1967 membership by categories reflects this increase.

	1967	1966
Regular	1043	855
Life	72	64
Library	179	161
Transportation	326	226
Total	1620	1306

With respect to the Department's financial status, the following figures reflect continuing solvency:

Cash Balance - August 31, 1966	$30,987.17
Total Receipts - Sept. 1, 1966 to Aug. 31, 1967	12,764.18
Total Expenditures - Sept. 1, 1966 to Aug. 31, 1967	9,890.16
Cash Balance - August 31, 1967	33,861.19
Net Increase - Receipts over Expenditures	$ 2,874.02

A more detailed breakdown of the Receipts and Expenditures is attached as Appendix A. It is pointed out that the data reported in this statement are

for the full calendar years except for 1967. In the current year the data are for the first eight months only--January 1 to August 31. The data reported regarding the budget and expenditures of the NEA Division of Rural Service is an information item.

Relationships with the NEA

While the program and activities of the Department of Rural Education together with its membership and financial status may seem encouraging, there have been some developments during the past year about which those having an interest in the Department and its future should concern themselves. In large part, these developments are of primary concern to the Division of Rural Service as an integral part of the total NEA. Because the staff which serves the Department of Rural Education is in fact employed by the NEA in the Division of Rural Service and because a majority of what is considered program activity for the Department is financed by NEA appropriations to the Division of Rural Service, the pressures on the Division have significance to the Department and its membership.

One of the events of 1967 was completion of what was officially named the NEA Development Project. This was a realistic effort to look at the way the total NEA is organized and governed. While most of the study recommendations are aimed specifically to the NEA and its numerous policy-making, program-determining, and governing groups, the study also concerned itself with the diversity existing in the relationships between the NEA and its affiliated separate membership departments. While the study report includes much description of status and develops the rationale for its position, one of the key recommendations with respect to departments is that "all departments be assisted toward fiscal self-support, in a phased program, so that all may become equal members in a family of specialized societies."

While this recommendation does not call for drastic action but rather for "assistance" in "a phased program," it does call for a family of departments which are entirely financially independent. There is as yet no indication that the NEA will indeed attempt to implement this recommendation or, if it elects to do so, how soon this might begin or how rapidly the phasing might take place. It should at this point be viewed only in the sense that the Department of Rural Education does not currently employ a staff and that a major portion of its activities are financed by NEA appropriated funds. To ultimately become a self-supporting specialized society gives rise to a number of questions for which answers may in time need to be found.

A second development took place in October 1966 immediately following the Atlanta conference. It actually originated at the 1966 NEA Convention in Miami Beach when the NEA Board of Directors asked specifically for an opportunity to review at its regular October meeting the programs and the budget allocations of five NEA divisions. One of the five specifically named was the Division of Rural Service. For this review, a written description of the Division and its program operation was prepared and distributed to the NEA Board of Directors in advance of the meeting. When the meeting was held, the pressure of time was so great that the only NEA division actually reviewed was the Division of Rural Service. While some of the NEA Directors were extremely critical of the Division, particularly its "administrator domination" and its failure to serve rural teachers, the hearing of approximately two hours

was, or at least it seemed to be, extremly helpful to that NEA body.

The success of that October 1966 hearing, perhaps its lack of success, might better be determined by certain action proposed by the same NEA Board of Directors meeting during the 1967 NEA Convention in Minneapolis. One of the major concerns at that meeting was how to stretch the limited funds of the NEA in order to maintain a balanced total budget. In the process of this discussion, a formal motion was introduced and seconded indicating that the NEA could "save some money" without detriment to its total program by transferring funds from its allocation to the Division of Rural Service. While the same kinds of criticisms of failure to serve more than a handful of administrators were charged, the defense of the Division and its program was so spontaneous and overwhelming that the motion for cutback or elimination was finally withdrawn.

In spite of this action by the NEA Board of Directors in defending the wide-ranging activities carried on by the Division of Rural Service, in many instances through the Department of Rural Education, this discussion resulted in a specific request for the Division of Rural Service and the Department to "do something" that would help change its image for the governing bodies of the NEA. No indication of what this action might be was given.

A second outgrowth of this NEA Board of Directors discussion was a repeat of the request for the Executive Secretary of the Department in his role as Director of the Division of Rural Service to once again prepare a description of how the Division functions, what it does, and how it expends its resources. This year the Division of Rural Services is the only division requested to appear before the NEA Board of Directors to defend its operation. That meeting is scheduled for October 21-22, 1967.

Because many members of the Department of Rural Education are as lacking in understanding of the relationships existing between the Department and the NEA Division of Rural Service, what program each operates and how, the written description prepared for advance distribution to the NEA Board of Directors is reproduced as Appendix E of this report. It is provided primarily as an information item.

It should not be interpreted from this account that there is at the present time any serious "threat" to abolish the Division of Rural Service. The Division has its supporters among members of the NEA Board of Directors just as there are those who see little value in the program it carries on. An effort has been made merely to describe actions which are directly related to the Division and indirectly to the Department. On the other hand, the recommendations of the NEA Development Project for fiscally self-supporting departments is a matter of record. How or when or even whether this recommendation will be implemented is yet to be determined. Also a reality is the request that "something" be done to "change the image" of the rural operation at NEA.

Conclusion

Looking back over a year of activity, there have been many steps forward.

The work of the Department has been both productive and satisfying. The requests for service continue to be greater than the staff is able to fulfill. The responses of every individual member to every kind of request have been prompt and enthusiastic. The support and cooperation of both the staff and the officers have been more than one can ordinarily expect to receive. In combination, these elements have made the 1966-67 year one in which the Department has continued its long tradition of serving both the cause of education and those who are devoted to its improvement.

Respectfully submitted,

Robert M. Isenberg

October 1967

APPENDIX A

DEPARTMENT OF RURAL EDUCATION, NEA
Financial Statement
August 31, 1967

Cash on hand - August 31, 1966	$ 30,987.17
Cash on hand - August 31, 1967	33,861.19

Comparisons of Receipts and Expenses: 1964-1967

Receipts	Jan-Dec 1964	Jan-Dec 1965	Jan-Dec 1966	Jan-Aug 1967
Membership Dues	$ 7,415.00	$ 3,612.00	$ 5,947.00	$ 3,989.00
Publication Sales	1,207.88	1,985.92	7,374.75	2,541.65
Journal Subscriptions	-0-	-0-	-0-	750.00
Special Projects	-0-	-0-	-0-	1,900.00
Miscellaneous Receipts	331.85	658.40	54.50	39.81
Totals	8,954.73	6,256.32	13,376.25	9,220.46
Expenses				
Conference Expenses		392.25	164.48	216.67
Officers and Committees	962.10	1,286.49	402.43	922.51
Office Expenses, Postage, Service Charges	222.84	205.66	106.65	285.49
Furniture and Equipment	50.45	61.78	1,228.85 (1)	-0- (1)
Publications and Printing	1,569.60	1,665.40	1,653.55 (2)	4,728.01 (2)
Special Projects		2,000.00	1,043.10 (3)	2,289.64 (3)
Miscellaneous Expenses	520.32	341.58	336.63 (4)	300.00 (4)
Totals	$ 3,325.31	$ 5,953.16	$ 4,935.69	$ 8,742.32

NEA DIVISION OF RURAL SERVICES
Statement of Account
1966-67 -- 1967-68

	NEA BUDGET ALLOWANCE 1967-68	NEA BUDGET ALLOWANCE 1966-67	EXPENDED 1966-67
Salaries	$ 92,100.00	$ 82,100.00	$ 82,557.00
Travel	9,000.00	9,000.00	8,833.00
Office Expense	3,600.00	3,600.00	4,314.00
Printing	6,300.00	6,300.00	7,159.00
Conferences-Field Work	19,000.00	19,000.00	19,384.00
Council BIA Educators	9,000.00	9,000.00	9,328.00
Totals	$ 139,000.00	$ 129,000.00	$ 131,575.00

Supplementary Schedules
Financial Statement

Expenses -- January 1, 1966 through August 31, 1967

(1) **Furniture and Equipment**

Postage Scale	$ 158.50	
Scripto Addressograph	1,047.40	
Trunk	22.95	
		$ 1,228.85

(2) **Publications and Printing**

Rural Education News	$1,659.81	
NEA Research Bulletins	415.00	
Ballots and Candidate Sheets	308.00	
Membership Renewal Notices	265.00	
Constitution	113.00	
Journal State School Systems	3,620.75	
		$ 6,381.56

(3) **Special Projects**

NEA-Tucson Survey	$1,043.10	
Regional Agency Prototype Study	1,352.40	
Rural Education in Future	937.24	
		$ 3,332.74

(4) **Miscellaneous Expenses**

Dues and Subscriptions	$ 455.00	
Flowers and Donations	81.63	
Dinner in Honor of Wm. Carr	100.00	
		$ 636.63

NOTE: The above breakdowns cover combined totals from columns three and four on the financial statement. The figures involved are so marked.

APPENDIX B

Report of

ADVISORY COMMITTEE TO STATE DIRECTORS
1966-67

The State Directors, assisted in many cases by a State Committee, continue to be an effective mechanism for two-way communication between rural education interests and the Department.

An Advisory Committee, composed of five Department members, facilitates, coordinates and guides the work of the State Directors and their Committees.

At the August meeting, the Advisory Committee commended the Executive Secretary, staff and officers for implementing the Department Resolution proposed by the Advisory Committee and adopted by the 1965 Conference, which urged "study and action on the changing role of education for rural areas and on the needed shifts in emphasis through the Department of Rural Education." The report of the ad hoc committee, which evaluated the achievements, activities and aims of the Department, would help to clarify the role of the State Director in the years ahead. The implementation of some of the proposed new activities will depend, in a large measure, upon the effectiveness of the State Directors and their Committees.

The report of the first regional State Director's Workshop, held in conjunction with the Midwest Regional Drive-In Conference, was given. On the basis of the experiences gained from this initial workshop, the Committee recommended that, where feasible, additional regional workshops be held in conjunction with other drive-in conferences.

Francis E. Griffin, Chairman
Charles T. Bitters
Ralph G. Bohrson
Mitchell Davis
John R. Francis

Report of the

COMMITTEE ON RURAL LIFE AND EDUCATION
ON THE WORLD SCENE
1966-67

No formal meeting of the Committee has been held since the 1966 Annual Conference of the Department and the Division in Atlanta, Georgia. However, the work of the Department in the international field has continued, both through the activities of individual members of the Committee and through work carried on at headquarters.

The 1967 Annual Conference will be host to a number of educators from other countries, as it has done over the past several years.

Also in keeping with its policy of recent years, the Committee has planned an international feature of the Conference program. This year it takes the form of a luncheon, open to all interested persons. The luncheon group will be addressed by Dr. David Hartzog, senior program officer for the United Nations Development Program. Dr. Hartzog, who grew up in rural America, will discuss "Rural Education--Its International Problems and Prospects."

The Committee's chairman had the privilege of serving as a member of the NEA delegation to the 1967 Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) which met during the summer in Vancouver, British Columbia. He also has the privilege of serving as a member of the NEA Committee on International Relations.

Gordon I. Swanson, Chairman
Clifford P. Archer
Donald L. Beran
Melvin Gruwell
Collus O. Johnson
Virginia Neel Mills

Report of the

COMMITTEE ON PROFESSIONAL PERSONNEL
1966-67

The Committee held a two-day session, June 26-27, at which both long-term and immediate goals were considered and plans made for their implementation.

The long-term concern of the Committee is to identify strategies for securing in sufficient numbers the kind and quality of professional personnel needed to staff schools in rural and rural-related communities. To this end, effort was made to clarify the problem and to assess both sources of information and approaches to the solution of the problem which show promise. It was agreed that the situation today, as it relates to staffing, is characterized by the facts that (a) rural education no longer involves only the one-teacher school--most rural children attend multi-teacher schools and many receive all or part of their schooling in villages, small towns, or even sizeable cities; (b) "the teacher" is many types of teachers, at different levels and with widely ranging fields of specialization; and (c) various types of leadership personnel are involved--principals, supervisors and consultants, superintendents, administrators and service staff at the intermediate level, etc. The professional personnel problem, therefore, is a matter of the variety, as well as the number and quality of preparation of persons needed.

The more immediate goal at the June meeting was to take action on the 1966 Resolution of the Department calling for a program aimed at the critical teacher shortage in rural and small communities and the need for preservice and in-service teacher education. The Committee discussed the need to know the nature of the shortage with respect to such factors as population density in areas of greatest shortage; type of position--teacher, principal, auxiliary personnel, etc.; school level--elementary, secondary, higher education; and the like. Various possible sources or methods of securing data were explored but with limited results.

It was agreed that the opportunity to share in developing the program for the Oklahoma City Conference provided a means of working toward the Committee's goals. Major attention was therefore given to planning how to make the section of the Conference devoted to "People To Do the Job" most fruitful not only for conference participants but also for the Committee on Professional Personnel in carrying out its mandate.

In accordance with plans developed at the June meeting, the Committee is conducting the Wednesday afternoon session of the Conference, which is devoted to "Practical Means of Solving the Problem of Staffing the Schools." Members of the Committee are also assisting in other ways in the Wednesday program. It is hoped that from the pooled information secured from this meeting will come new leads to future action by the Committee.

M. L. Cushman, Chairman
Jane Franseth
R. G. Drage
William H. Dreier
Frank Philpot
Delmer Somerville

Report of the

COMMITTEE ON PUBLICATIONS AND CONSTRUCTIVE STUDIES
1966-67

The committee met at the NEA headquarters on January 19, 1967. Major attention was given to the status and distribution of publications already released, those currently in the process of development, and those which might be given serious consideration for future development.

The wide distribution of the guide for developing projects under Title III of P.L. 89-10 was reviewed as a major highlight of the Department's publications program during 1966. In spite of changes in the federal guidelines and even in the format for project applications, the publication continues to have some demand. The second major publication of 1966 was The Invisible Minority: Pero No Vencibles relating to the study of programs for Spanish-speaking children. Perhaps no single publication by any NEA association received any more publicity and attention. Requests for large quantities of this book still come to the office and the supply of copies is nearly exhausted. The distribution of School Library Programs in Rural Areas formally released during the Atlanta conference has not been nearly as dramatic but it has been well received.

Major attention was given to the development and release of the new quarterly Journal on State School Systems Development. The special focus of this publication on school government at all levels and the absence of any regular literature in this area supported the merits of the venture. Much of the committee's concern was related to the ability of the staff to sustain such a regular publication, matters related to subscriptions, and other production and distribution details. It was decided that the first issue would be used for subscription promotion technique rather than to reoly entirely upon promotional materials. It is fair to report that since its issuance, the Journal has been favorably accepted. Subscription and other orders are still being received daily.

A progress report regarding the special committee working on The School Bus Maintenance Garage publication indicated that the production schedule called for having all first draft materials completed before the end of the 1966-67 school year and the completed publication ready for release late in 1967 or early in 1968.

Special attention was also given to completion of a special project for the USOE Division of Plans and Supplementary Centers. This Regional Service Agency Prototypes: Optional Statutory Arrangements and Suggestions for Implementation project was funded by the USOE and the completed report delivered early in January. Subsequently discussions of its content and implications have been held with the Planning Staff of that USOE Division.

A wide range of suggestions for future publications were identified but specific topics or priorities were not identified by the committee at this meeting. The possibility of developing a sound film-strip to accompany the publication on The School Bus Maintenance Garage as well as other film strips was discussed but further exploration was believed necessary before a firm decision was made.

Howard Wakefield, Chairman
William J. Emerson
Ben M. Harris
Mrs. Anne Hoihjelle
Mrs. Laurel K. Sabrosky

APPENDIX C

Minutes of the Meeting of the Executive Committees of the Department of Rural Education and the Division of County and Intermediate Unit Superintendents

Atlanta, Georgia
October 9, 1966

The meeting was called to order by Department President, Burton W. Kreitlow. The following members of the Committees were present: For the Department--President-elect William Dreier, Bernice Freeman, Arthur White, Elbie L. Gann, William P. McLure, David L. Jesser; for the Division--President William J. Emerson, President-elect Harry K. Gerlach, Bernard Bryan, Connally Neal, Steve Edl; for the headquarters staff--Robert M. Isenberg, Lois M. Clark, Lewis R. Tamblyn, Jeanne Houghton.

The minutes of the 1965 two executive committee meetings and the annual business meeting were reviewed by the Executive Secretary. Bernard Bryan moved the minutes be accepted as submitted. Steve Edl seconded the move and it was carried.

Robert Isenberg submitted the Report of the Executive Secretary and highlighted for the Committee members his written report, a copy of which was given to all who registered for the conference. He noted especially the work of the Department with regard to Title III of P.L. 89-10, publication of the PACE book, and the NEA-Tucson Survey project which resulted in publication of The Invisible Minority. This publication has received wide exposure in the press and has proven to be a successful undertaking. He noted the excellent relationship that has been established between the Department of Rural Education and the U.S. Office of Education, particularly in the past year.

Dr. Isenberg went on to discuss the status of the Department's members and finances. He also reported to the Committee a new assignment that the Division of Rural Service has undertaken, namely, liaison between the NEA and the National Council of Bureau of Indian Affairs Educators. He reported the organization of BIA teachers into the National Council of Bureau of Indian Affairs Educators and the Council's official affiliation with the NEA in the Spring of 1966, and the budgeting of $9000 to the Division by the NEA Budget Committee for work with the NCBIAE. While this assignment is strictly that of the Division of Rural Service, the Division and the Department are so nearly inseparable that this becomes of natural interest to the members of the Executive Committee.

The Executive Secretary reviewed briefly the report of the standing committees. He also reported on the joint publication with American Association of School Librarians of a book on library services for rural areas. (This book was released during the Atlanta conference.)

Lois Clark reviewed the report of the World Scene Committee and the Committee on Professional Personnel for the Committee.

Lewis Tamblyn reported for the Advisory Committee of State Directors. He presented to the members of the Committee a Resolution of the Advisory Committee which follows:

RESOLUTION
of the Advisory Committee of State Directors
June 7, 1966

The Advisory Committee of State Directors requests that the Executive Committee commission a study and action on the changing role of education for rural areas and on the needed shifts in emphasis through the Department of Rural Education.

If this means recommending establishment of a budget in the NEA for internal research and development, we strongly encourage this action.

Steve Edl, seconded by David Jesser, moved for the adoption of the Resolution. A general discussion followed, after which the group voted and the move was carried.

Dr. Isenberg spoke of the direction and emphasis of the Department and Division and that these have shifted somewhat in the past few years because changing circumstances such as involvement in Appalachia, the Spanish project, the BIA, and promotion of regional service agencies, etc. Some of the traditional emphasis of the Department will continue, though not in the same degree as in the past. While there has been some change in emphasis, there has not been sufficient understanding on the part of the NEA power structure. Dr. Isenberg presented to the Committee copies of Dr. Carr's correspondence which reflects the old viewpoint and his response to Dr. Carr's correspondence.

Dr. Isenberg reported a vacancy on the Committee as a result of the death of Floyd Peters (Pennsylvania), member of the Department Executive Committee. The term expires in 1967, and although the Constitution gives the prerogative to the Committee to fill a vacancy, the Executive Secretary pointed out that under the new Constitution the size of the Committee is to be reduced and, therefore, the Committee might consider leaving the position open. Bernard Bryan moved that the position be left vacant. William Emerson seconded the move. It carried.

Dr. Isenberg reviewed the responsibilities of Committee members in relationship to the conference program and reminded them of the Executive Committee meeting scheduled for Wednesday at 4:30 p.m.

The Executive Secretary reported to the Committee that the recipient of this year's Legislative Award would be Ralph Henderson Scott,, Member of the Senate in North Carolina. He added that the award would be presented to Senator Scott at the banquet session on Wednesday evening, October 13th and that the presentation would be made by Dr. A. C. Dawson, Executive Secretary of the North Carolina Education Association.

There was discussion regarding the selection of a recipient for the award each year. Should the staff or a committee select the person to whom the award should be made? William Emerson, seconded by Arthur White, moved that the headquarters staff make the decision as to whom the award is to be given. It carried.

Robert Isenberg discussed the overlapping terms of committee members. He explained that, in theory, this is good, but, in practice, it does not always work well. He suggested that the members of the Committee might want to change the existing practice. William Emerson moved that the Executive Committee conduct itself as it thought best in appointing committee members. It was seconded by Elbie Gann and carried.

Dr. Isenberg reported that at the NEA Conference in 1966 it was proposed that members of NEA's departments must be members of the NEA. It is expected, he said, that this proposal will be passed at the next convention. It was moved by Bernard Bryan and seconded by Harry Gerlach that the Department communicate with the Board of Directors some of the problems in connection with the Department in regard to noncertificated personnel among the membership. It carried.

Since there was no further business to be brought before the Committee, William Emerson moved for adjournment. It was seconded by Bernice Freeman and carried.

Minutes of the Meeting of the Executive Committees
of the Department of Rural Education and the Division of County
and Intermediate Unit Superintendents

Atlanta, Georgia
October 13, 1966

Department President Burton W. Kreitlow called the meeting to order and then turned the meeting over to incoming Department president, William Dreier. Present at the meeting were: Bernice Freeman, Elbie Gann, David Jesser, Pat Wear, Bernard Bryan, Joseph Carrier, Thomas Quick, Harry Gerlach, Lois Clark and Robert Isenberg.

Dr. Gann referred to the Resolutions adopted at the Annual Business Meeting and asked if there was anything the Executive Committee might wish to consider. Dr. Isenberg suggested that January might be a better time to make any changes since, by then, the Committee would be in a better position to know what it could do.

A discussion and evaluation of the Atlanta conference followed. The general opinion expressed was that it had been a helpful and a successful conference. Dr. Kreitlow suggested that we consider the idea that a recording of each of the concurrent presentations be made and rerun in the evening for those wishing to attend another session.

Dr. Isenberg suggested setting a time for the Committee to meet to plan for the 1967 conference in Oklahoma City. A decision was made to meet on a Thursday and finish Friday afternoon or sooner, if possible.

Cincinnati, Ohio was recommended by the Joint Time and Place Committee on site selection for 1969. David Jesser moved that the recommendation of the Committee be accepted. It was seconded by Bernard Bryan and carried.

Harry Gerlach expressed appreciation of the work of the Executive Secretary and his staff and moved that the Executive Secretary and the Assistant Executive Secretaries be reappointed for the coming year. Elbie Gann seconded the motion and it carried.

Dr. Gann asked whether there was any action the Committee could or should take on the Resolution concerning regional offices and the fact that this implies employing additional staff. Dr. Isenberg replied there was no action that the Committee appropriately could take at this time.

Dr. Dreier suggested that the Department program planned to coincide with the AASA convention in Atlantic City in February, be turned over to Harry Gerlach as President of the County and Intermediate Unit Superintendents. The Committee was asked to submit suggestions for the February meeting.

The Department program at the NEA Convention in Minneapolis will be determined in January when the Committee meets again.

Dr. Dreier mentioned the importance of the Rural Education News in giving information to members. He suggested publication on a strict schedule--October 31, January 15, April 30, August 20, and asked for reaction to this suggestion. Dr. Isenberg injected that this suggestion be considered as a recommendation only. The Committee agreed that this was the intent. Harry Gerlach supported the notion that publication should be on a quarterly basis.

Dr. Gerlach also suggested the possibility of a directory of membership. Robert Isenberg replied that it would be of value to keep state directors informed of membership in their states.

Dr. Dreier moved that the Committee extend thanks to the Georgia hosts for the wonderful time and hospitality extended to those in attendance at the conference. The motion carried.

Joint Annual Business Meeting
of the Department of Rural Education and the Division of County
and Intermediate Unit Superintendents

Atlanta, Georgia
October 12, 1966

Department President Burton W. Kreitlow opened the joint annual business meeting of the Department of Rural Education and the Division of County and Intermediate Unit Superintendents and followed with a brief report on his activities during the past year as president of the Department.

William J. Emerson then reported on his activities as president of the Division of County and Intermediate Unit Superintendents.

Edward E. Baker, president of the Division of Pupil Transportation, reported the Division's activities over the past year and stated that the Division will have its national conference in Dallas, November 16-19.

Robert Isenberg presented the Executive Secretary's report, highlighting portions of the written report for the membership such as the close working relationship established between the Department of Rural Education and the U.S. Office of Education, primarily due to joint involvement with Title III, P.L. 89-10, as well as other federal legislation; Departmental involvement in the NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking with the publication, The Invisible Minority, which grew out of the Survey findings; the Division of Rural Service being made the official liaison for the NEA with the National Council of Bureau of Indian Affairs Educators which affiliated with the NEA in the spring of 1966; the eight drive-in conferences held over the past year and jointly sponsored by the Department of Rural Education and the American Association of School Administrators; the 1965 National Conference on Pupil Transportation held in Detroit, and the forthcoming conference scheduled for November 16-19 in Dallas. Dr. Isenberg reviewed the status of membership, as well as the Department's financial status. He talked about the publication of several books and pamphlets by the Department. He called attention to the reports of the standing committees of the Department, stating that the reports did not necessarily need any action but were for the information of the membership.

The chairman of the Nominating Committee for the Department, Dr. James Ansel (Michigan) presented his report and the following nominations:

For President-elect: (to be elected by mail ballot in May 1967)
Olin Gresham, California
David L. Jesser, Nevada
Gordon I. Swanson, Minnesota

For Executive Committee to serve 3-year terms: (to be elected during the annual meeting)
Robert Metzler, Colorado
Pat Wear, Kentucky

Dr. Ansel moved that his report be adopted. This was seconded by Errol Rees (Oregon). President Kreitlow asked if there were further nominations and since there were none, Clifford Archer (Minnesota) moved that the nominations be closed. This was seconded by Steve Edl (Wisconsin) and it carried.

The report of the Nominating Committee of the County and Intermediate Unit Superintendents was given by chairman James McBride (Ohio).

For President-elect: (to be elected by mail ballot, May 1967)
John Mongon, New Jersey
V. W. Miller, Texas
Steve Edl, Wisconsin

For Vice-President: (to be elected during the annual meeting)
Joe F. Carrier, Oklahoma

For Executive Committee to serve 3-year terms (to be elected at the annual meeting)
Roger Elder, Washington
Shannon Faulkner, Tennessee

Mr. McBride moved that the Committee's report be adopted. This was seconded by Connally Neal (Texas) and it carried.

L. U. West (Kansas) chairman of the Time and Place Committee, reported that the Committee had selected Cincinnati, Ohio for its 1969 site.

The report of the Joint Resolutions Committee was given by chairman Noble Gividen (New York). (See Robert Isenberg's report.) Dr. Gividen moved for adoption of the Committee's report. It was seconded by Errol Rees (Washington). Dr. Emerson (Michigan) questioned I.e. of the Committee's report and asked for clarification. Dr. Gividen offered clarification, after which Dr. Emerson moved for deletion of Item I.e. It was seconded by Clifford Archer (Minnesota). After some discussion, the question was put to the membership for a vote. The motion was defeated.

Dr. Isenberg asked for interpretation of other "offices" in I.b. and Dr. Gividen again replied in behalf of the Committee. Dr. Clifford Archer (Minnesota) moved to amend I.b. to read "establish regional offices to promote a closer relationship..." in place of "establish regional offices to establish a closer relationship...." The move was seconded by Ralph Norris (Iowa) and it carried.

Since there was no further business to be brought before the membership, the meeting was adjourned.

APPENDIX D

FOLLOW-UP OF 1966 ACTION RESOLUTIONS

1967 Report of the Executive Secretary

The 1967 report of the Executive Secretary should give particular accounting of the activities of the Department and staff with reference to the action resolutions. The action program enacted by the 1966 conference calls for a program far more costly than those in previous years. Thus initial progress along the guides to action may be slow at best. The minimal goal, however, should be the identification of obstacles to action programs and recommendations for overcoming them.

Follow-Up of 1966 Action Resolutions

Resolution A

The Department of Rural Education should plan an action program aimed at the critical teacher shortage in rural and small communities and the need for preservice and in-service teacher education. The Committee on Professional Personnel or an ad hoc committee should work with the staff on such items as (a) the identification of prospective teachers who like to live in rural America and work in small schools, (b) greater use of schools in rural and small communities for student teaching and internship assignments, and (c) the development of models which bring colleges of education and small schools closer together in the planning and conducting of teacher education programs.

The Department's Committee on Professional Personnel accepted responsibility for working to implement this resolution. At a meeting in Washington, D.C., June 26-27, 1967, possibilities were reviewed and initial steps taken. The Committee assumed full responsibility for planning the Wednesday program at the 1967 Conference in Oklahoma City. The theme for that day is to be "People To Do the Job." The Committee will give particular attention to ideas and suggestions growing from conference consideration which suggest ways in which the resolution can more fully be implemented.

Resolution B

The Department of Rural Education should establish regional offices to promote a closer relationship between the Department and the schools, afford opportunity to give greater attention to specific regional programs, encourage more effective communication among rural and small community education agencies across the nation, and in general develop greater visibility as a professional organization which merits the membership of thousands rather than hundreds of educators who share the Department's concerns.

The charge to "establish regional offices" has not been implemented in the spirit of the resolution. Attempts to clarify the full meaning of the resolution indicated some confusion and differences

of opinion. The possibilities seemed to range from the acceptance of rural functions by NEA regional offices through more rural visibility within state education associations to a more effective leadership role by state directors of the Department. Some additional consideration of this resolution mandate was considered by the Advisory Committee for State Directors. Full implementation poses problems of personnel and budget, as well as priority, for which the Department may wish to make additional recommendations.

Resolution C

The attitude toward research expressed in Article 13 of the Platform[1] should be underscored by action which will--

1. focus on the small school and the intermediate unit as laboratories,

2. initiate and continue a close working relationship with that component of ERIC (Educational Research Information Center) which deals especially with small schools and intermediate units,

3. enhance the participation of small schools and intermediate units in programs sponsored by the Elementary-Secondary Education Act, the Vocational Education Act of 1963, other federal programs, and foundations,

4. implement the June 7, 1966, resolution of the Advisory Committee for State Directors, which was adopted by the Joint Executive Committee on October 9, 1966. The resolution is here reprinted:

"The Advisory Committee for State Directors requests that the Executive Committee commission a study and action on the changing role of education for rural areas and on the needed shifts in emphasis through the Department of Rural Education.

"If this means recommending establishment of a budget in the NEA for internal research and development, we strongly encourage this action."

Items 1, 2 and 3 are fully reflected in the description of activities carried on during 1966-67 by the Department and its staff. Such activities as are suggested make up a large share of the total Department program.

In relation to item 4, a special ad hoc committee was called together on May 8 and 9 to look specifically at the changing role of education in rural areas and to assist in establishing priorities for action. A report of the committee's recommendations was published in the June 1967 issue of Rural Education News.

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[1]Article 13 reads as follows: "An increased emphasis on research in rural education and related areas as the basis for positive solutions to the many problems

of a changing rural environment should be continued. The Department of Rural Education encourages research by competent, interested agencies and groups, and should participate in such programs within the limits of the time, finances, and resources of the Department. Research in the areas of the intermediate unit of school administration, school district organization, curriculum design for rural-related schools, expansion of vocational education, teacher education for modern rural communities, personnel for the staffing of these schools, and efficiency and safety in pupil transportation, is compellingly important."

Resolution D

The Department of Rural Education herein expresses its concern about possible national assessment programs and directs the Executive Secretary to make the parent organization, NEA, aware of the Department's concern about any assessment program which might--

1. stifle initiative and the development of experimental attitudes and programs in small schools,

2. lead to the development of a "national curriculum,"

3. misrepresent the effectiveness of educational programs by using instruments which cannot appropriately accommodate the great variety in American schools and which, therefore, might neglect important aspects of school programs.

The Executive Secretary transmitted to Dr. William G. Carr, NEA Executive Secretary, a statement of the concern about national assessment programs expressed in this resolution. Acknowledgment of receiving the Department's expression on the part of the NEA Executive Secretary is in the Department files.

Resolution E

While the Department has provided significant support in publications, legislation and cooperation with other agencies for the benefit of children of minority groups, its Platform is silent about the Department's intent to serve these children. The Executive Secretary and his staff should review the Platform and recommend its modification to express a Departmental attitude toward the education of children of minority groups.

The proposed review has been made and recommendations are being presented to the 1967 Joint Resolutions Committee for consideration in the preparation of their recommendations to the Annual Business Meeting.

Resolution F

Former resolutions and the Platform (Article 4) refer to the desirability of intermediate units and other cooperative arrangements among schools. We call attention to the plight of local school administrators who have

responsibility of a growing variety of education tasks, whose efforts often are so fragmented as to jeopardize their effectiveness, and who lack the resources to do everything expected of them. We urge the Department of Rural Education to encourage greater emphasis on the development and use of cooperative approaches for business services, financial accounting, and other important but routine obligations which now preclude effective administrator attention to the more demanding professional aspects of his job.[2]

> This calls for a general policy of action which is followed by the Department staff in its work with local, county and/or intermediate-unit and state leaders. The importance of placing greater emphasis on providing routine-type services cooperatively is accepted as a guideline.

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[4] Article 4 of the Platform reads as follows:

(a) "School districts should be so organized as to make possible the offering of a comprehensive program of education, both elementary and secondary, commensurate with the needs of today's children and youth."

(b) "Intermediate units sufficiently reorganized to permit the extension of specialized education services to all local school districts are essential for rural and rural-related communities."

(c) "It must be recognized that geographic conditions necessitate some very small schools. However, constant attention must be given to providing high quality education to the pupils served in these schools."

APPENDIX E

DIVISION OF RURAL SERVICES

The Division of Rural Services, one of NEA's seventeen headquarters divisions, is an integral part of the total NEA organization and operation. In this sense, its clientele can be regarded as the entire education profession or at least the entire NEA membership. Actually, however, its orientation, focus, and program are designed more specifically to the interests of that 29.6 percent of the profession who serve the schools in the smaller communities and rural areas of the country.

Objectives

The general objectives toward which the entire program of the Division is directed are improving and upgrading:

a. The educational programs provided for the children and youth who reside in smaller communities and rural areas.
b. The working conditions and circumstances provided for those members of the profession who serve the schools in these areas.

Budget and Staff

The 1967-68 budget allocation for the Division of Rural Services is $139,000 or approximately 1.2 percent of the total NEA budget. The Division employs three professional educators, one editorial assistant, and four secretarial-clerical people. On a part time basis, the Division employs a field coordinator for organizational work with BIA educators on Indian reservations. In addition to this staff, the Division will have two interns during part of the 1967-68 fiscal year. One of the interns is on leave from his position as superintendent of a rural school in Maine. The second will be on leave from his position as a sixth grade teacher in a BIA school on the Hopi Indian Reservation in Arizona. Both of these interns are entirely financed by the Ford Foundation through its Leadership Fellows Program.

Program and Activities

The emphases of the Division's action program are drawn directly from the unique characteristics of schools and educational programs in rural areas. Because population is sparse and distances are great, the schools in rural areas tend to be small. They are often lacking in enrichment and in the specialized supporting services. The turnover of both the teaching staff and school administrators is generally higher than is the case in larger school systems. Local education associations do not generally function in the same ways as their counterparts in larger school systems. Rural areas also employ a disproportionate share of these teachers who have provisional certification. Among the major program thrusts growing out of these circumstances are attention to:

a. School district reorganization and school consolidation.
b. School bus operations and pupil transportation.
c. Curriculum design and the development of instructional approaches appropriate for small schools which cannot be eliminated by reorganization or consolidation.
d. The development of regional service agencies capable of providing specialized educational services on a multidistrict basis to supplement the services provided locally.

e. Assistance to smaller school systems in relation to federal programs and federal financial assistance.
f. Programs of preservice and in-service teacher education, rural teacher recruitment, and the effective use of specialized educational personnel.
g. More effective administrative leadership for smaller community schools.
h. Programs for various disadvantaged rural groups--agricultural migratory workers, American Indians, rural Negroes, the "poor whites" in Appalachia and other specific areas, the Spanish-speaking Americans.
i. The development of educational programs which capitalize on the natural environment and natural resources--outdoor education in its broadest sense.
j. The general enrichment of rural community life.
k. The improvement of educational opportunities in the rural areas of other countries.

A major portion of the time and efforts of the staff and the financial resources of the Division are given to promotional activities, consultant help, research, publications, and information services related to these specific areas. This involves working with state education associations, county or local education associations, statewide organizations of specialized personnel, state education departments and their staffs, the education committees of state legislatures, state school boards associations, and with local education agencies. The kinds of concerns with which the Division deals makes the program one largely of field service. The staff spends approximately 350 to 400 man-days in the field each year.

One of the ways in which a small staff can multiply its influence and effectiveness is by joining forces with other organizations and groups at times and in ways where the objectives to be met and the projects to be served coincide with or strengthen those of the NEA and its Division. Illustrative of this method of working are the following roles exercised by members of the staff of the Division of Rural Services:

a. Program Chairman of the School and College Section of the National Safety Council
b. President of the American Country Life Association.
c. Member of the Board of the National Council on Agricultural Life and Labor.
d. Member of the Rural Relationships Committee and of the School Relationships Committee of the National Council of the Boy Scouts of America.
e. Member of the Educational Advisory Committee of the National Council of the Girl Scouts of the U.S.A.
f. Member of the Education Committee of the Council for the Southern Mountains.
g. Member of the Board of Directors of the National Federation for the Improvement of Rural Education.
h. Member of the Steering Committee for the National Outlook Conference for Rural Youth sponsored by the U.S. Departments of Agriculture; Health, Education and Welfare; and Interior; and the Office of Economic Opportunity.

i. Consultant to the USOE Division of Plans and Supplementary Centers (Title III of P.L. 89-10).
j. Member of the Advisory Board for the ERIC Clearinghouse on Rural Education and Small Schools (New Mexico State University).
k. Field Consultant for the Appalachia Educational Laboratory.
l. Member of the ASCD Task Force on Disadvantaged Youth in Rural Areas.
m. Consultant to the Western Interstate Commission on Higher Education project on Special Education Services in Sparsely Populated Areas.

Among other groups and organizations with which the staff of the Division is currently engaged in cooperative efforts and relationships (but without a designated status role) are the Cooperative Extension Service of the USDA, 4-H Club Foundation, American Vocational Association, American Personnel and Guidance Association, National Committee on Children and Youth, Rural Sociological Society, National Grange, and the American Institute of Cooperation.

Publications

In addition to conferences, field work, and information services, the Division uses its budget line item for "printing" in a way that makes it and the NEA the major contributor to the national literature on rural education. The broad range of this publication effort can be illustrated by merely listing a few of the titles of materials published in the past few years:

Selected Bibliography on Rural Education
Using a Timetable in Educational Guidance
Learning to Plow on a City Street
Improvement of Rural Life
Knowing and Teaching the Migrant Child
Vocational Education for Rural America
Teaching in the Small Community
The Education of Migrant Children
Staff Development--An Emerging Function for Schools
What Happens to Children
A Guide for Developing Projects to Advance Creativity in Education
The Invisible Minority...Pero No Vencibles
Journal on State School Systems Development (Quarterly)

One of the effective ways by which the printing budget is "stretched" and the influence of publications multiplied is through the development of specific materials jointly with other NEA groups. Illustrative of publications developed and issued cooperatively in this way (with date of issue) are:

With DAVI:
The Cooperative Approach to Audio-Visual Programs, 1959

With AAHPER:
Physical Education in Small Schools, 1960

With AASA:
School District Organization--Journey That Must Not End, 1962

Division of Rural Services

With CEC:
Cooperative Programs in Special Education, 1964

With AASA, ASCD, DESP, and NASSP:
Labels and Fingerprints, 1960
A Climate for Individuality, 1965

With AASL:
School Library Programs in Rural Areas, 1966

BIA Educators

Although staff members of the Division have worked with educators and BIA officials on Indian reservations for many years, this activity was given special impetus with the organization of the National Council of Bureau of Indian Affairs Educators during the 1964-65 and 1965-66 school years, its application for an affiliation with the NEA as a local association, and the appropriation of a $9000 line item in the Division's budget for the 1966-67 and 1967-68 fiscal years to carry on this work. While the major activity has been directed toward assisting this infant organization which operates as a "local" with members in 13 different states from Mississippi to Alaska and with enlisting BIA staff as NEA members and as members of state associations, the following are illustrative of other kinds of activities.

a. Direct intercession by the Division with BIA officials assisted in an early decision to provide extra compensation for BIA teachers at Point Barrow, Alaska, who had been pressed into service as stevedores to unload a ship during the Labor Day weekend of 1966. This work assignment beyond the call of regular teaching duties was brought to the attention of the Division by the Alaska Education Association and successfully resolved.

b. The Division successfully assisted a BIA employee who had been arbitrarily transferred from his position at Kayenta, Arizona (Navajo) with a grievance procedure. At the conclusion of the hearing he was reinstated in his former position. This case involved a great deal of staff work and the expenditure of Division funds included attorney's fees and the expenses of New Mexico and Arizona Education Association staff members who participated.

Department of Rural Education

The Department of Rural Education is one of the 33 NEA departments. Organizationally, it is entirely a separate entity from the Division of Rural Services. It is a separate membership organization having its own annual membership dues, its own constitution and by-laws, officers and executive committee, annual business meeting and resolutions, and all the other trappings of departmental organization. Within its structure are two special interest divisions--the Division of County and Intermediate Unit Superintendents and the Division of Pupil Transportation. The current membership of the Department is 1620.

Division of Rural Services

The Department has no employees. It is served by the staff of the NEA Division of Rural Services. Its membership, while small in number, is made up primarily of what can be regarded as a leadership group in rural education. The relatively small membership is in part the result of deliberate policy. It gives a membership having an influence far greater than its numbers suggest.

While the Department and the Division of Rural Services are organizationally separate, they are highly integrated in terms of operation. They have a single staff and a single set of objectives. In effect, the Department is a working arm of the NEA Division of Rural Services. The Department's membership provides the NEA and the Division:

a. A nationwide network of field contacts.
b. A nationwide communications network--informing the headquarters staff of developments within the states, alerting them as to when certain kinds of action can be helpful, and disseminating information regarding developments outside the state.
c. A pool of competent educational specialists on call to serve the Department and Division, the NEA, and the cause of education itself. This kind of function may be illustrated by certain of the committees currently functioning within the Department:
    1. Committee on Publications and Constructive Studies
    2. Committee on Professional Personnel
    3. Committee on Rural Life and Education on the World Scene
    4. Committee on Developing Standards for the School Bus Maintenance Garage

The operational marriage of the Department and the Division is efficient and economical in terms of staff effectiveness and the ability to command human resources. The contributions the membership of the Department makes to the operation of the Division are essential. If the Department did not exist, a substitute or series of substitutes would need to be created.